



# Missouri Teacher Preparation Institution PROFILE

## STEPHENS COLLEGE

### GENERAL INFORMATION

#### About the Institution

- Founded in 1833, Stephens is the second oldest women's college in the United States. The Stephens campus covers 202 acres and is located in Columbia.  
*Source: Stephens College (<http://www.stephens.edu>)*

- Enrollment\* **771** (722 undergraduates)

Non-resident Alien	1.8%
African American	7.5%
American Indian	1.3%
Asian	1.2%
Hispanic	1.7%
White	86.0%
Other	0.5%

Missouri residents 41% (undergraduates)

Male	6.2%
Female	93.8%

*\*Fall 2000 Headcount*

*Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 19a, 19b, 32a & 32b)*

Transfer Students from Missouri Public Community Colleges\* 4

*\*Fall 2001 degree-seeking undergraduate students*

*Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 73a & 73b)*

Bright Flight Scholarship Students<sup>1</sup> 3

*Source: 2000-2001 Statistical Summary of Missouri Higher Education, Jan. 2001 (Tables 18a & 18b)*

Byrd Scholarship Students (Missouri residents)<sup>2</sup> 0

*Source: Missouri Department of Elementary and Secondary Education*

- Entrance Requirements

Applicants with a B average in a college preparatory program are encouraged to apply for admission. Women with a cumulative GPA below a B will be considered on an individual basis. Admission decisions will be made based on a woman's potential to be successful at Stephens College. Admission will be granted to those students who will benefit from Stephens and who will contribute to the school community. SAT and/or ACT scores, a letter of recommendation and a writing sample are also required.

*Source: Stephens College Web Site*

- Average ACT Score of 1995 Freshmen Class\*<sup>3</sup> 25

*\*Fall 1995 degree-seeking, ACT-tested, first-time freshmen*

*Source: 1994-1995 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)*

- Tuition & Fees for Typical Full-time Undergraduate Student\* \$15,770

*\*2000-2001 academic year*

*Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 13a & 13b)*

Compiled  
by the  
Missouri  
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and Secondary  
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## About the Education Program

- The education program chair and Director of Teacher Certification is responsible for recommendations and facilitation of the overall program operation. A program chair at Stephens College is typically defined as one-fourth administration and three-fourths instruction/advising.

*Source: Stephens College*

### Enrollment in Undergraduate Professional Education Programs\* **22**

American Indian	0.0%
Asian	4.5%
African American	18.2%
Hispanic	0.0%
White	77.3%
Other	0.0%
Nonresident Aliens	0.0%
Unknown	0.0%
Missouri residents	<b>62%</b>
Male	00.0%
Female	100%

*\*Fall 1999 Headcount (full-time students)*

*Source: Institution AACTE/NCATE Report or MoSTEP Annual Report, Oct 2000*

### Transfer Students from Missouri Public Community Colleges\* **Not Reported**

*\*Fall 2001 degree-seeking undergraduate students*

Missouri Teacher Education Scholarship Students <sup>4</sup>	0
Missouri Minority Teaching Scholarship Students <sup>5</sup>	0

*Source: Missouri Department of Elementary and Secondary Education*

### Education Program Entrance Requirements

Students seeking admission should apply during their sophomore year. To apply, the student must have

- completed 10 college course equivalents
- met the Stephens College English requirement
- met the Stephens College math competency requirements
- completed credit in a speech course with a minimum grade of C
- completed EDU 276 with a minimum grade of B
- received satisfactory recommendations from the instructor of EDU 276
- attained the minimum required score on all parts of the C-BASE
- attained a minimum combined verbal and mathematics score of 800 on the SAT

*Source: Stephens College Catalog, 1990-91*

### Information about Education Program Completers <sup>6</sup>

#### Completers of 1999-2000 teacher preparation program **10**

<b>Age</b>	
Under 25	60%
25-34	20%
35-44	20%
45-54	0%
55 and over	0%

*Semesters: Fall 1999, Winter 2000, and Summer 2000*

*Source: Missouri Department of Elementary and Secondary Education*

Average ACT score <sup>7</sup> (applicants for certification) **23**  
Source: Missouri Department of Elementary and Secondary Education: Certification Files

## C-BASE scores <sup>8</sup>

Passed all five subjects *first time*

Took Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
10	5	258	415	394	251	393	353	290	457	373	256	453	331	295	473	350

Passed all five subjects, *one or more attempts* through December 1998

Took Test	Passed all Subjects	English (313)*			Writing (314)*			Math (314)*			Science (306)*			Social St. (303)*		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
10	10	256	415	296	251	393	324	236	457	308	255	453	309	240	473	287

\*state median score

Source: Assessment Resource Center

Employed in Missouri public schools<sup>9</sup> in 2000-2001\* **3 (30%)**

Missouri Public School districts employing Stephens College  
1999-2000 program completers **3**

Program completers in private school or out-of state **6 (60%)**

Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000

\*Does not include individuals who received their teaching credentials but were employed in another field or unemployed

## RESOURCES

### Institution

- Full-time Faculty at Stephens **48**

Source: 2000-2001 Statistical Summary of Missouri Higher Education (Tables 44a & 44b)

### Education Program

- Full-time Education Program Faculty **1**
  - American Indian 0
  - Asian 0
  - African American 0
  - Hispanic 0
  - White 1
  - Nonresident Aliens 0
  - Other 0
  - Male 0
  - Female 1
  - Doctorate Degree 1
  - Missouri Teaching Certificate 0
  - National Board Certification 0
- Adjunct Education Program Faculty **12**
  - Full-time with the institution, part-time in education **5**
  - Part-time in education **7**

Source: Institution AACTE/NCATE Report, Oct. 1, 2000 &/or MoSTEP Report Form A & B, Missouri Addendum 2, Oct. 2000

## EDUCATION PROCESSES

### Institution

- Student-to-Faculty Ratio 10:1
- Average Class Size 15-20

*Source: Stephens College Web Site*

### Education Program

- Student-to-Faculty Ratio 13:1
- Average Class Size 13.5

*Source: Stephens College, April 1999*

- Educational Philosophy

The educational philosophy of the teacher certification programs is based upon constructivist theory, with particular emphasis given to the contributions of Piaget and Vygotsky. Constructivist theory assumes that knowledge is not determined by nature or nurture alone but is constructed by the individual through interactions with people and the physical environment. Children have an intrinsic desire to learn and construct knowledge by acting upon the world. All domains (sociomoral, cognitive, representational, and physical) influence each other. Integration in learning is a key concept; all subjects are taught through exploration and are woven together by common interests.

Active learning is a central premise. The teacher is viewed as a facilitator, encouraging students to construct their own knowledge and understanding. Another major premise of the constructivist approach is the fostering of critical thinking. Becoming a reflective practitioner is a central goal for our students. Being a reflective practitioner allows the development of autonomy, a crucial value in the constructivist approach.

*Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000*

- Practical Experience Requirements for Education Majors

Most courses provide opportunities to work directly with children. Some courses, which require extensive practicum experience, are Foundations of the Teaching-Learning Process (55 hours), Parameters of Early Learning (84 hours), Methods of Developing Concepts (50 hours), Skill in Reading II (40 hours), and The Individualizing Process (65 hours). These extensive practicum experiences are possible because of the college laboratory school and access to community schools. To provide a variety of experiences, students also are placed in public and private schools in the community. Student teaching clinical experience currently carries 450 contact hours for elementary-level placements and 300 additional contact hours for early childhood. Early childhood placements will include a second 300-hour placement beginning in the fall of 1999.

*Source: Stephens College, March 1999*

- Information about supervised student teaching

- The number of students who were in programs of supervised student teaching during academic year 1999-2000? 10
- Total number of supervising faculty for the teacher preparation program during 1999-2000: 3
- The student/faculty ratio was: 3.3
- The average number of hours per week required of student participation in supervised student teaching in these programs was: 27 hours. The total number of weeks of supervised student teaching required is 15. The total number of hours required is 400-600 hours.

*Source: Title II of the Higher Education Act Institutional Report, Academic year: 1999-2000*

- Professional Development School(s)

Stephens College laboratory school, Stephens College Children's School, includes an elementary multi-age classroom, a full-day kindergarten, and four half-day preschools. The preschool classrooms participate in a collaborative inclusion program with the Columbia Public Schools, in which children

identified for early childhood special education receive services in the Stephens setting. Preservice teachers utilize the school for extensive observation and practicum experiences.

*Source: Stephens College, April 1999*

- **Co-curricular Programs**

The education program sponsors a student organization for education majors, which is affiliated with the Association for Childhood Education International.

*Source: Stephens College, April 1999*

- **Instructional Technology Requirements**

Students must demonstrate knowledge of educational technology and its application for professional development and use with children. Knowledge and use of educational technology is integrated throughout the curriculum and receives special emphasis in two methods courses, where students apply their learning in field placements.

*Source: Stephens College, April 2000*

## PERFORMANCE

- Missouri certificates\* issued to Stephens education 1999-2000 program, by subject area and grade level

Subject Area	Grade Level	Recommended for Certification
Early Childhood Education	B-3	2
Elementary Education	1-6	6
<b>Total</b>		8

\*Number of certificates issued, not number of graduates

*Source: Missouri Department of Elementary and Secondary Education*

- Performance of Program Completers\* on Praxis II Exit Exam <sup>10</sup>

Test Name	Total Examinees	Passing Percentage	Qualifying Score	Institutional Average	Missouri Average	National Median
Early Childhood Education	3	100%	550	633	672	660
Education in the Elementary School	1	100%	520	+	631	630
Elem. Ed.: Curriculum, Instruction, & Assessment	6	100%	164	188	180	179
<b>Total</b>	10	100%				

\*Program Completers as defined by "Title II of the Higher Education Act", Academic year: 1999-2000

+ Institutional Average not provided for less than 2 examinees

*Source: Educational Testing Service*

- Follow-up on Stephens Program Completers

Education program completers who received initial Missouri certification in 1994

**6**

*Employed in Missouri public schools in*

1995-96	3 (50%)
1996-97	3 (50%)
1997-98	3 (50%)
1998-99	3 (50%)
1999-00	2 (33%)

*Employed in Missouri public schools in 1999-00, with master's degree*

0 (0%)

<i>Employed in the same Missouri public school district in</i>		
	1995-96	3 (50%)
	1995-97	3 (50%)
	1995-98	2 (33%)
	1995-99	2 (33%)
	1995-00	1 (17%)
<i>Certification Status as of Sept. 1, 2001</i>		
Holding Valid PC I		0 (0%)
Holding Valid PC II		4 (67%)
Lapsed <sup>11</sup>		2 (33%)

Source: Missouri Department of Elementary and Secondary Education

### Major Employers <sup>12</sup>

Missouri school districts employing Stephens graduates*	76
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Stephens College had 146 graduates teaching in Missouri public schools during the 2000-2001 school year.

Columbia 93 employed 26 percent (38) of the 146 graduates teaching in Missouri public schools during the 2000-01 school year.

*\*Includes all graduates of Stephens employed in the district, not just those who completed the education program*  
Source: Missouri Department of Elementary and Secondary Education

<u>STARR Teachers</u> <sup>13</sup>	0
<u>National Board Certified Teachers</u> <sup>14</sup>	2
<u>Missouri Teachers of the Year</u> <sup>15</sup>	0

Source: Missouri Department of Elementary and Secondary Education

### Other Honors and Awards Earned by Graduates

**Not Reported**